

## **How do focusing lenses and topics impact learning, planning and teaching?**

### **Topics**

Topics are usually unit titles and unit content

Natural disasters	Traditions/Celebrations
Health	Meeting new friends
Social relationships	Housing
Education	Historical events
Technology and Science	Fashion
Family	Food
Communication and Media	Leisure and play
Literature	Inventions
Contemporary life	Education
Marketing and Business	National Heritage
Navigating a city	Shopping
Entertainment	Environment
The arts	Outdoors
Travel	Ancient civilizations
Immigration and Migration	Hunger
Global water issues	Human rights

### **Focusing Lenses**

The lens is used to shape the instruction of the unit. This is how learners receive instruction at a deeper level. Focusing lenses add real life application.

Citizenship	Patterns
Balance	Diversity
Innovation	Perspective
Conflict	Interactions
Identity	Globalization
Relationships	Complexity
Beliefs	Design
Connections	Influence
Beauty	Leisure time

# ACTFL 21<sup>st</sup> Century Skills Map

<http://actfl21stcenturyskillsmap.wikispaces.com>

[http://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21\\_worldlanguagesmap.pdf](http://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf)

<p><b>Communication</b> Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts, and ideas.</p>	<p><b>Collaboration</b> Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.</p>
<p><b>Critical Thinking &amp; Problem Solving</b> Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.</p>	<p><b>Creativity &amp; Innovation</b> Students as creators and innovators respond to new and diverse perspectives as they use language in imaginative and original ways to make useful contributions.</p>
<p><b>Information Literacy</b> Students as informed global citizens access, manage, and effectively use culturally authentic sources in ethical and legal ways.</p>	<p><b>Media Literacy</b> Students as active global citizens evaluate authentic sources to understand how media reflect and influence language and culture.</p>
<p><b>Technology Literacy</b> Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages.</p>	<p><b>Flexibility &amp; Adaptability</b> Students as flexible and adaptable language learners are open-minded, willing to take risks, and accept the ambiguity of language while balancing diverse global perspectives.</p>
<p><b>Initiative &amp; Self-Direction</b> Students as life-long learners are motivated to set their own goals and reflect on their progress as they grow and improve their linguistic and cultural competence.</p>	<p><b>Social &amp; Cross-Cultural Skills</b> Students as adept language learners understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts.</p>
<p><b>Productivity &amp; Accountability</b> Students as productive and accountable learners take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge.</p>	<p><b>Leadership &amp; Responsibility</b> Students as responsible leaders leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community</p>

